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ABSTRACT

This report evaluates the first year of a project implemented in the Dallas (Texas) Independent School District for the purpose of improving English language skills of limited English speakers (LEPs) through the use of their native language (Spanish) and computer-assisted instruction. The achievement scores and gains of LEP and non LEP seventh and eighth graders on the Spanish and English versions of the Iowa Tests of Basic Skills and the Parallel Form Social Studies Test are analyzed. It is reported that LEP students gained fifteen months on the vocabulary section and nine months on the language section of the Iowa Tests of Basic Skills, as compared to nine months on both sections for non LEP students. The report also states that the intended objective was attained on the Spanish form of the Social Studies Test. It is noted, however, that all other forms taken by LEP and non LEP students failed to demonstrate that students had reached the stated objective. (JCD)

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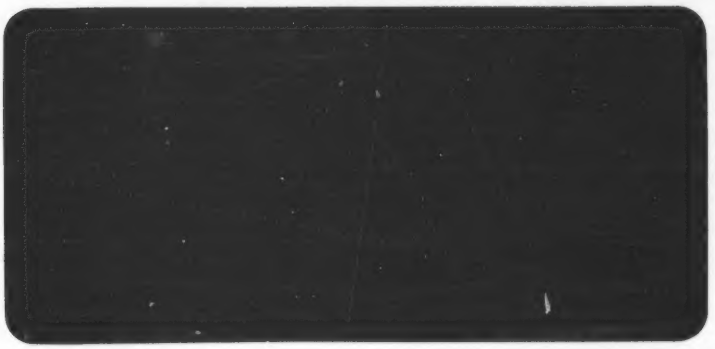

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EVALUATION OF THE TITLE VII COMPUTER ASSISTED SPANISH ENGLISH TRANSITION (CASETS) PROJECT, 1980-81

BE81-434-31-09

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and
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September 1981

Evaluation of the Title VII Computer Assisted Spanish English Transition Sequence (CASETS) Project, 1980-81

Evaluator: William B. Rutherford and Ted O. Almaguer

Description of the Program

Objectives of the program. The Title VII Computer Assisted Spanish English Transition Sequence (CASETS) Project was funded as a demonstration project during 1980-81 to improve and develop the English-language skills of a preselected set of students of limited English Proficiency (LEP) through their native language (Spanish) and computer-assisted instruction (CAI). The project was divided into three components: Basic Instruction Component, Auxiliary Component - Materials Adaptation, and Training Component. During the project year an amendment was made to the proposal merging the Basic Instruction Component and the Auxiliary Component - Materials Adaptation Component.

The Basic Instruction Component included student objectives and teacher and staff objectives. The objectives for the students participating in the project were (a) English-language proficiency and (b) demonstrable achievement in the content area. Teacher and staff objectives included (a) documenting the implementation of the project and inclusion of this documentation in a teacher manual, (b) conducting two parent conferences, and (c) preparing and presenting a demonstration lesson to different audiences to explain the project and to involve parents in the educational process, and to involve parents and students in the Parent Advisory Council (PAC).

The original objectives for the Auxiliary Component - Materials Adaptation included (a) setting up the computer hardware, (b) adapting the English-Language Development (ELD) and native-language support materials to CAI, (c) developing a teacher manual, (d) developing end-of-the-unit criterion-referenced assessments (Spanish/English), (e) design-testing of CASETS materials, and (f) developing and/or selecting an English-language development test.

Training Component objectives were (a) to improve the skills of the teachers in teaching content areas, (b) to increase administration, teacher, and staff knowledge of the culture and heritage of the students in the project, (c) to increase teacher knowledge and skills in the use of the project materials, (d) to increase the skills of both teachers and staff members to train others interested in using the materials, and (e) to improve the skills of the target parents to enable them to participate more fully in the education of their children.

Purpose of the Evaluation. The 1980-81 school year was the initial year for implementation of the CASETS project. The primary focus of the evaluation of the project was on attainment of objectives, development of the curriculum, and interpretation of product information. Secondly, the evaluation provided information to Dallas Independent School District (DISD) project personnel regarding start-up activities, perceptions of the project by teachers, parents, and students, and the effectiveness of staff development activities in which project teachers and personnel participated.

Methodology

Sample. The staff sample for the CASETS project included the following DISD personnel: a curriculum coordinator, an ELD curriculum specialist, a social studies curriculum specialist, an ELD specialist, a parent/teacher specialist, a senior computer specialist, and a senior programmer.

Schools participating in the CASETS project and included in the sample consisted of one DISD Middle School, Thomas C. Marsh, and one Diocese of Dallas parochial school, St. Mary of Carmel. At Marsh Middle School, one ESL teacher and one Social Studies teacher participated in the project. Students involved in the project and included in the sample totaled 113. At St. Mary of Carmel, the eighth-grade teacher and 33 students participated in the project and were included in the sample.

Instrumentation. Eleven instruments were used in the evaluation of the CASETS project for the 1980-81 school year. Three of the instruments were developed by the staff of Research and Evaluation, six of the instruments were developed by the CASETS project staff, and two instruments were selected by project staff to provide standardized test data.

The Professional Personnel Questionnaire (fall 1980) provided information of a general nature concerning the project staff and specific information concerning component staffing, curriculum development, supplies, equipment, and program implementation. The questionnaire was divided into five sections. Section A dealt with the demographic data of the respondents. Sections B and C were designed for the curriculum coordinator and sought information concerning component staffing and curriculum development, supplies, and equipment, respectively.

Section D asked for a detailed timeline for proposed curriculum development efforts, and Section E gained information regarding problems encountered in implementation of the project.

The Professional Personnel Interview (spring 1981) was also divided into five sections. Since project staffing was not completed until the latter part of the first semester, Section A contained questions concerning demographic data. Section B dealt with implementation of the project. Section C was designed for program management. It sought responses in the areas of management techniques, staff training, perceptions of the project, and progress of curriculum development efforts. Section D obtained information from curriculum specialists and computer specialists concerning previous experience with CAI, implementation problems encountered, efficiency of the project, and suggestions for improving the project. Section E was addressed to the parent/teacher specialist and sought information about the organization of the Parent Advisory Council (PAC), PAC activities, methods of contacting parents, and attendance at PAC meetings.

The CASETS Student Survey (spring 1981) obtained information from the student population regarding perceptions of the project and, more specifically, CAI. The survey was divided into two sections. The first section was for students who participated in Learning Center activities; this included non-LEP students, LEP students who attended social studies classes, and LEP students who attended both ELD classes and social studies classes. The second section was designed for students who participated in CAI instruction; this included all LEP students who attended ELD classes, social studies classes, or both ELD and social studies classes.

The fifth instrument developed by the ELD specialist used during this project year was the CASETS Parent Survey (spring 1981). Parents were asked to respond to questions concerning attitudes toward languages and preferences for the grammatical form of language used in CAI instruction.

The Survey of Parent Interests (spring 1981) was developed by the CASETS project staff. Parents were asked to rate a list of 16 topics which might be of possible interest for future PAC meetings and/or workshops.

The Classroom Observation Check List was developed by the CASETS project staff. The instrument was divided into three major sections: Social Studies, CAI, and Teachers. The Social Studies section provided information on Learning Center Activities and focused on listening and written materials. Space was provided for the evaluation of five class periods in each section. The CAI section focused on equipment, scheduling, materials and group approach in ESL and social studies classrooms. The third section determined the frequency of questions by the teacher and a software control report program in ESL and social studies classes.

The Spanish/English Parallel Forms Social Studies Test (fall 1980) was a criterion-referenced test developed by the project staff. The two forms were based on the Basic Social Studies Concepts and Skills Baseline Implementation Guide published by DISD in August 1979. Seven disciplines were included in the 21-item (multiple-choice) test: Anthropology, Psychology, Political Science (including Citizenship Education as mandated by the Texas Education Agency), History, Geography, Sociology, and Economics.

The CASETS Learning Center Modules Criterion-Referenced Test (fall 1980) was a 25-item (multiple-choice) test developed by the CASETS project staff to assess student progress in Learning Center activities. The test was divided into two parts. Part I assessed comprehension of listening and reading skills and Part II tested awareness of Basic Life Skills, both of which were presented through audiovisual Learning Center materials.

The project staff was responsible for developing or selecting appropriate standardized instruments to be used with project students to measure academic achievement. The Iowa Tests of Basic Skills (ITBS) Reading Subtest (Vocabulary and Language Sections) and the Language Assessment Scales II (LAS II) were the instruments selected by the staff. Both tests were in current District-wide usage during the project year; this was a primary consideration in the choice of these tests. The ITBS measured vocabulary and language skills and the LAS II measured English-language proficiency of the project students.

Evaluation design and data analysis. All students who participated in the project at T. C. Marsh were pre- and posttested with the LAS II. The students who participated at St. Mary of Carmel were pretested only, due to the fact that the project term was limited to the second semester. Raw score gains of the Marsh student population on the LAS II test were compared to determine the degree of attainment of the stated objective. The results are described in tabular form in this report. The student population at St. Mary of Carmel were tested in the fall 1981 using the Science Research Associates (SRA) battery of achievement tests. No grade-equivalent comparisons were made on these students.

Since the ITBS Life Skills Subtest primarily consisted of map reading skills, it was decided that the vocabulary and language section of the ITBS Reading Subtest would be used for comparisons since the focus of the project was on vocabulary and language proficiency. The results are presented in tabular form in this report. The criterion-referenced test developed by the CASETS staff was used as supplementary data for achievement gains. The Spanish/English Parallel Forms Social Studies Test was pilot tested in the fall 1980 and content validation and item analysis was done at that time. The student population at Marsh was pre- and posttested with this instrument and results are presented in tabular form in this report.

Process information was collected through monitoring project activities at both project sites, and through personal interviews with project staff and teachers. Additional information was obtained through inspection of records at the project office located at Wm. B. Travis School. Student and parent survey data were compiled by the project evaluator and are summarized in this report.

Major Evaluation Questions and Results

1. What was the environment of the CASETS project?

   Two schools were chosen as sites for the CASETS project: Thomas C. Marsh Middle School (DISD) and St. Mary of Carmel (Diocese of Dallas). The choice of these schools was determined by the predominance of the Mexican-American student population. Originally, Alex W. Spence Middle School had been chosen as a design testing site; however, scheduling problems prevented entrance into the school until a later date.

Actual design testing of developed materials began in January 1981 in both schools. Entrance of the project at midyear prevented the rescheduling of the student population at T. C. Marsh. ELD classes contained both seventh- and eighth-grade students, and although the CASETS materials were designed for use with the eighth-grade social studies curriculum, it was decided that all ELD students would recieve project services. Only eighth-grade LEP students attended eighth-grade social studies classes. All eighth-grade students at St. Mary of Carmel received project services.

It was proposed that the CASETS project would serve 66 students in the private school (St. Mary of Carmel), and 95 students in public schools, totaling 161 students. These figures included both LEP and non-LEP students; the proposal for public schools was originally based on Alex W. Spence Middle School as the project site. The actual number of students served totaled 33 in the private school (St. Mary of Carmel), and 113 in the public school (T. C. Marsh Middle School), totaling 146 students. These figures included both LEP and non-LEP students. LEP students at T. C. Marsh totaled 32, and non-LEP students totaled 81. LEP students at St. Mary of Carmel totaled 24, and non-LEP students totaled 9. The ethnic distribution of project students is presented in Table 1. These data represented the total number of students served during the school year 1980-81. The project year does not run concurrently with the school calendar; project year dates are from October 1 to September 30. The projected number of students to be served during the school year 1981-82 is 370. It should be noted that these students would be included in the total figures for the project year and would increase the number of students served from 146 to 517.

Table 1

Ethnic Distribution of T. C. Marsh
and St. Mary of Carmel

School	White		Black		Mexican/ American	
	N	%	N	%	N	%
T. C. Marsh	5	4	51	45	57	51
St. Mary of Carmel	2	6	1	3	30	91

DISD project personnel included a curriculum coordinator, an ELD curriculum specialist, a social studies curriculum specialist, an ELD specialist, a parent/teacher specialist, a senior computer specialist, a senior programmer, an ESL teacher, a social studies teacher, an evaluator and one secretary. Diocese of Dallas personnel included one eighth-grade teacher. Ethnic distribution of the staff included three Whites, seven Mexican-Americans, and one Chilean-American.

2. Was the program implemented as specified?

The CASETS project was divided into two components: Basic Instruction and Training. Each of the components contained objectives for students and/or staff and teachers.

The Basic Instruction Component included the curriculum development efforts of the project. The purpose of these efforts was to improve and develop English-language skills of LEP students by

using two support systems: (a) native Spanish language and (b) CAI in the content area of American History. Also included in the curriculum were Life Skills (Learning Center) activities for LEP students and low-income non-LEP students. The Basic Model Design as originally proposed was organized into six steps. Step I included an English-language-proficiency preassessment for LEP students (LAS II). Step II was an English-language preassessment in social studies for LEP and non-LEP students and a Spanish-language preassessment in social studies for LEP students only (Spanish/English Parallel Forms Social Studies Test). Instruction in the regular social studies classroom was Step III. LEP students were to receive three levels of CAI instruction, teacher-directed instruction, Life Skills (Learning Center instruction) and Modules (independent study lessons). Non-LEP students were to receive only teacher-directed instruction, Life Skills, and Modules. Step IV included LEP students who were assigned to ELD classes. Instruction included teacher-directed activities and three levels of CAI. At the completion of one unit of study, criterion-referenced tests (CRTs) were to be developed to test English-language proficiency of LEP students, English-language proficiency in social studies for LEP and non-LEP students, and a Spanish-language proficiency measure in social studies for LEP students. At the completion of all units, Step V was a post-assessment for LEP students in English-language proficiency, English-language proficiency in social studies for LEP and non-LEP students, and Spanish-language proficiency in social studies for LEP students only. After design testing in the spring 1981, Steps III

and IV of the model were changed. In the new model, Step III includes American and Texas History CAI instruction for LEP students, and Life Skills CAI citizenship and culture instruction within the regular social studies classroom for both LEP and non-LEP students. Step IV includes teacher-directed instruction (Levels I and II), reading and writing CAI instruction in the ESL classroom.

The scope of developmental efforts as of August 14, 1981, is presented in Table 2. All Social Studies and Life Skills units have been completed. Seventh-grade social studies will be design-tested in the 1981-82 school year. Level I English was written in response to the need which developed during the design-testing phase of Level II English. The addition of personnel in the area of programming is scheduled for the fall 1981, and should greatly increase the number of units which will be available for design testing.

It was assumed at the inception of the project that all eighth-grade LEP students would also receive regular social studies instruction. However, at T. C. Marsh, only nine LEP students attended regular social studies classes. Since the project began design testing in the second semester of 1980-81, it was deemed inappropriate to reschedule project students. Therefore, fewer LEP students received the Life Skills curriculum than would be normally expected. At St. Mary of Carmel, students received only the Life Skills (Learning Center) portion of the curriculum. ELD classes at T. C. Marsh were self-contained for three-hour blocks of time and the regular social studies classes were one hour each. The eighth-grade class at St. Mary of Carmel was totally self-contained.

Table 2

Scope of Developmental Efforts
for the CASETS Project,
1980-81

Area	Number of Units				
	Written	Edited	Programmed	Design Tested	To Be Revised
English					
Level I	20	6	0	0	0
Level II	14	14	13	9	9
Social Studies					
Seventh Grade	26	26	1	0	0
Eighth Grade	26	26	16	9	9
Life Skills	13	11	0	9	9

Inspection of records at the project office by the evaluator showed that teacher and staff objectives were met. Documentation of the implementation of the project was thorough and materials were compiled by the project staff and included in a teacher's manual to be distributed to project teachers in the fall 1981. Project teachers conducted two parent conferences on staff development days. Student progress in the project was discussed at these two sessions. Project staff developed a demonstration lesson early in the project year. The demonstration lesson was presented to various audiences including in-District and out-of-District administrators, teachers, and parent groups. Local PAC members were given a thorough training session and demonstration of project hardware and software.

The Basic Instruction Component included the purchase and set-up of the CAI hardware. There were some minor difficulties in the purchase of equipment during the first semester of the 1980-81 school year due to requisitions and purchase orders. However, by January 1981 all equipment had been received, tested, and the keyboards converted to accomodate special Spanish-language characters. During the fall 1980 the Computer Specialist and Senior Programmer developed the software and were able to adapt ELD materials and native-language support materials to CAI. All programming for Level II was done with TRS-80 Radio Shack equipment with one expansion interface and one disc drive which increased the memory and programming capability of the computer. The computer languages used in programming were Beginners All-Purpose Symbolic Instructional Code (BASIC) and a compiler language (PILOT) produced by the Tandy/Radio Shack Corporation.

Project staff was responsible for selecting and/or developing an English-language development test. Because of the system-wide use of the LAS II test, it was decided that the LAS II would serve as the pre- and post-assessment instrument for the project. A teacher's manual, as well as manuals for the social studies and ESL curriculum writers have also been developed and will be in use in the fall 1981.

The design testing of CASETS materials was a major objective of the Basic Instruction Component. All materials were correlated with the Dallas Baseline document for social studies. The proposed number of units to be developed during the 1980-81 school year was 2 1/2 for both ESL and social studies. The actual number of units

design tested was 4 1/3. The social studies units varied in length of time ranging from 1 to 4 weeks each and totaled 11 weeks. The design-tested units included the following: Citizenship (two weeks), Early National Development (four weeks), Changing Ways of American Life (three weeks), The Civil War Era (three weeks), and Reconstruction (one week). The ESL curriculum was divided into lessons, each to be completed in one week. In Level II English (corresponding to IAS Levels three and four), 9 lessons were design tested during the spring 1981. Life Skills (Learning Center) curriculum was developed during the fall 1980 and design testing was done with 9 units during the spring 1981 at T. C. Marsh and St. Mary of Carmel; both populations received the Life Skills CRT at the completion of design testing. End-of-Unit CRTs were developed by the project staff and were used by project teachers to assess student progress.

Site visits were made by the project evaluator throughout the design-testing period. There were no discrepencies between the proposed curricula and actual observed curricula. Both students and teachers seemed comfortable with the use of materials and equipment and the suggested time lines were followed. Students appeared to enjoy time spent at the computer and worked well in small groups. The use of CAI materials caused no appreciable disruption to teacher-directed instruction.

The Training Component objectives of the project were aimed at improving the skills of teachers, staff, and parents. A total of 13 internal staff development sessions were held. Included were

sessions on the demonstration project, priorities and timelines, analysis of design testing, analysis of quality control sequence, and management skills. Each staff member was also responsible for attendance at external (out-of-District) workshops. A total of 22 workshops were attended by staff members. Project staff also provided training for project teachers on staff development days, and two Saturday workshops were scheduled during the second semester. Staff members and teachers were also enrolled in university courses in Education, Management, Computer Sciences, and Statistics.

During August 1981, 26 teachers participated in training sessions held at Wm. B. Travis. The sessions were conducted by project staff and teachers. Of the 26 teachers, 7 will be involved in either the pilot- or design-testing phase of the project during the 1981-82 school year. The other 19 teachers are being offered advanced training according to objectives stated in the project proposal.

The local PAC was formed during the fall 1980, and a total of 12 PAC meetings were held. For the convienence of parents, meetings were held at Wm. B. Travis, St. Mary of Carmel and Gabe P. Allen. An average of 12 parents attended each meeting. Parent Training Sessions were held, totaling 11 meetings, with an average attendance of 12 parents. The parent/teacher specialist was involved throughout the project year in making personal contacts (telephone, home visits) with parents of project students. Both teacher and staff objectives and parental involvement objectives were met as proposed.

3. What were the attitudinal characteristics of the parent, student and teacher populations?

The CASETS Parent Survey was administered to the nine parents attending the January 1981 PAC meeting. The survey was designed to determine parents' attitudes toward languages, and preference for the grammatical form of language used in CAI instruction. The results indicated that 62% (N=6) of the parents preferred the "so-called" standard version of Spanish, and indicated that this version would be most easily understood; 22% (N=2) chose the basilect (substandard form of geographical dialect) version; 11% (N=1) selected the acrolect (prestigious form of Spanish) version. In usage at school, 6% (N=6) indicated their preference for the standard Spanish version; 11% (N=1) chose the basilect version; 22% (N=2) chose the acrolect version. Changes in vocabulary were not necessary according to 67% (N=6) of the respondents; 33% (N=3) indicated some changes were necessary, but did not specify the word(s) to be changed. Respondents indicated that the majority of their older children (sixth grade and above) both read and write Spanish.

Using the Survey of Parent Interests, parents were asked to determine which topics would be of most interest to them for Parent Workshops. A list of 16 topics was presented and parents were asked to rank order the list from "most interesting" to "least interesting." The data were compiled by project staff and Parent Workshops were designed around these topics.

In an interview with the parent/teacher specialist, the evaluator determined that the majority of parents contacted had responded favorably to the CASETS program and intended curriculum. Parental

concerns focused on the progress of their children in relation to the CASETS project.

During the last week of the school year, 72 students responded to the CASETS Student Survey. Of the respondents, 11 were LEP students who attended ELD classes and received CAI instruction only, 23 participated in CAI instruction in the ELD classroom and/or CAI social studies instruction and Life Skills (Learning Center) instruction, and 38 were non-LEP students who had Life Skills (Learning Center) curriculum in the social studies classroom only.

Table 3 presents the results of the student responses to Part I of the Survey. Both LEP and non-LEP students who had the Life Skills (Learning Center) curriculum in the social studies classroom responded to Part I of the survey.

Students reponses to Part II of the survey are presented in Table 4. LEP students who had CAI instruction in the ELD class only, in both the ELD class and social studies class, or in the social studies class only responded to Part II of the survey. Response data indicated a high degree of positive attitude toward the project and CAI instruction.

Interviews with project teachers indicated that initial problems with the project and materials were quickly overcome. Two of the teachers who used the CAI instruction felt that the level of language was too difficult for the students during the initial design testing; however, as a result of the developmental research approach, these language problems were solved during later design testing. All teachers seemed enthusiastic about the project and curriculum and

Table 3

Student Responses to Part I of
the CASETS Student Survey,
Spring 1981

Question	Response	Non-LEP Students (N=38)		LEP Students (N=23)	
		N	%	N	%
1. Have you enjoyed working in the Learning Center this semester?	Yes	31	82	18	78
	No	2	5	2	9
	No Response	5	13	3	13
2. What activity did you enjoy most?	Life Skills	8	21	16	70
	Stories	21	55	5	22
	Songs	9	24	2	8
3. What activity did you enjoy least?	Life Skills	22	58	13	57
	Stories	4	11	7	30
	Songs	5	13	3	13
	No Response	7	18	0	0

Table 4

Student Response to Part II
of the CASETS Student Survey,
Spring 1981

Question	CAI Instruction ELD class only (N=11)				CAI Instruction, ELD/Social Studies and Social Studies only (N=23)			
	Yes	%	No	%	Yes	%	No	%
1. Did you enjoy working with the computer?	11	100	0	0	16	70	7	30
2. Was the CAI instruction helpful with work you were doing in class?	9	82	2	18	16	70	7	30
3. Was the computer instruction too hard?	9	82	2	18	4	17	19	83
4. Were the directions easy to follow?	10	91	1	9	23	100	0	0
5. Was the grammar too hard?	0	0	11	100	2	9	21	91
6. Did you enjoy working in groups?	8	73	3	27	18	78	5	22
7. Was there enough time to answer the questions presented for each lesson?	9	82	2	18	23	100	0	0
8. Do you feel you missed something in class while you were working at the computer?	5	45	6	55	9	39	14	61

felt that the students were benefiting from the exposure to CAI/Life Skills instruction. One teacher expressed concern about time management and the loss of teaching time involved. All teachers indicated that staff training was thorough and that they felt secure about using the CAI materials.

4. What were the achievement characteristics of the CASETS student body?

Gains in English language proficiency were measured using the LAS II test. Of the 32 LEP students at T. C. Marsh, 19 were both pre- and posttested. The criteria for the test were set as follows: 70% of the students in Level I would improve their raw scores by eight points; 70% of the students in Level II would improve their raw scores by six points, and Level III students would improve their raw scores by four points; overall, 30% of the students would improve their raw scores by two points. No Level III students were pre- and posttested at Marsh. The percentage of students attaining the English-language-proficiency criterion by LAS level is shown in Table 5. The data indicated that for those students who were both pre- and posttested the program objective was met. Students at St. Mary of Carmel were pretested only using the LAS II test. It was felt that the difference in time between pre- and posttesting would not provide a fair representation of program impact, especially since students at St. Mary of Carmel received only Life Skills (Learning Center) activities.

Achievement data on project students were collected in the spring 1981. The vocabulary and language sections of the Reading Subtest of the ITBS were chosen for comparison because these sections more

Table 5

Percentage of Students Attaining
English Language Proficiency
Criterion by LAS Level

LAS Level	N	Criterion	Number Attaining Criterion	Percent Obtaining Criterion
I	6	70%	5	83
II	13	70%	10	77
I and II	19	30%	15	79

closely followed the objectives of the program. The comparison of mean grade equivalents of LEP and non-LEP students on these sections of the ITBS is presented in Table 6.

Matching of records provided data on 11 LEP students who took the ITBS in both spring 1980 and spring 1981; non-LEP students records which were matched provided data on 43 students. The mean grade equivalent gain for LEP students was one year and three months on the vocabulary section, and nine months on the language section. Gains for non-LEP students were nine months on both the vocabulary and language sections.

In addition to the ITBS, the students at Marsh were tested using the Spanish/English Parallel Form Social Studies Test (CRT). The criterion for the test was as follows: 70% of the students would master 70% of the concepts tested and 30% of the students would master 50% of the concepts tested. LEP students were given both forms of the test and non-LEP students were given only the English form of the test. Data from the results of this test administration is presented in Table 7.

Table 6

Comparison of Mean Grade Equivalents (MGE)
of LEP and Non-LEP Students on
Vocabulary and Language Sections
of the Iowa Tests of Basic Skills

Student Classification	Section	N	Spring 1980 M.G.E.	Spring 1980 S.D.	Spring 1981 M.G.E.	Spring 1981 S.D.	Gain
LEP	Vocabulary	11	3.7	0.9	5.0	1.3	1.3
	Language	11	4.1	0.4	5.0	0.7	0.9
Non-LEP	Vocabulary	43	4.0	1.2	4.9	1.3	0.9
	Language	43	4.5	1.1	5.4	1.5	0.9

Table 7

Percentage of Students Attaining Criterion on the Spanish/English Parallel Form Social Studies Test, LEP and non-LEP Students

Student Classification	N	Test Form	Criterion	Number Attaining Criterion	Percent
LEP	32	Spanish	70%	22	66
	32	Spanish	50%	32	100
	32	English	70%	13	40
	32	English	50%	17	53
Non-LEP	80	English	70%	1	1
	80	English	50%	21	26

Criterion (50%) was attained on the Spanish form of the test taken by LEP students and near attainment of the 70% criterion was reached on the Spanish form taken by LEP students; all other forms taken by LEP and non-LEP students failed to reach the stated objective.

Discussion

Data collected by the evaluator through site visits, interviews, and inspection of records at the project office indicated that the CASETS project was successfully implemented as proposed during the 1980-81 school year. A total of 146 students were served by the CASETS project during the 1980-81 school year in two schools: St. Mary of Carmel (Diocese of Dallas) and T. C. Marsh (DISD). It is projected that an

additional 370 students will be served during the 1981-82 school year. Curriculum development efforts exceeded the proposed scope for the 1980-81 project year. A total of 20 Level I English lessons, 14 Level II English lessons, 26 lessons of both seventh- and eighth-grade social studies, and 13 lessons in the Life Skills curriculum have been written and are in various stages of completion for editing, programming, design testing, or revision. The addition of computer programming personnel will facilitate the completion of computer-ready lessons for CAI instruction in the classrooms.

During the project year, the staff was required to develop and/or select standardized instruments for assessing the English-language proficiency and the achievement of project students. Because of District-wide usage two instruments were chosen: the Language Assessment Scales II (LAS II), and the Iowa Tests of Basic Skills (ITBS) vocabulary and language sections of the Reading Subtest.

Parents, students and teachers were surveyed during the project year. Results of the surveys indicated a strong positive attitude toward the CASETS project and CAI instruction. Initial implementation problems were overcome; both teachers and students felt comfortable using the curriculum presented through CAI instruction and Life Skills modules. The parent/teacher specialist indicated that parents had responded favorably to the CASETS program and intended curriculum. The majority of parental concerns focused on the progress of their children in relation to the CASETS project.

Achievement data on project students were collected in the spring 1981. All LEP students who were pre- and post-tested using the LAS II achieved the English-language-proficiency criterion as stated in the

proposal. A comparison of the mean grade equivalents of LEP and non-LEP students on the vocabulary and language sections of the Iowa Tests of Basic Skills revealed that the LEP students gained one year and three months on the vocabulary section, and nine months on the language section, compared to nine months on both the vocabulary and language sections for the non-LEP students. Inspection of the data obtained from the administration of the Spanish/English Parallel Form Social Studies Test showed that the stated criteria were attained by LEP students at the 50% criterion on the Spanish form of the test; near attainment of the 70% criterion was reached on the Spanish form taken by LEP students; all other forms taken by LEP and non-LEP students failed to reach the stated objective.

Although data indicated successful implementation of the project, this report should in no way be considered representative of the total project activities until the completion of the project year on September 30, 1981. It is recommended that future evaluation plans, interim, and final reports be scheduled in concurrence with the project year dates.